

WOODLAND HEIGHTS ELEMENTARY

1216 John B. White, Sr. Blvd.
Spartanburg, South Carolina 29306

GRADES K-5 Elementary School

ENROLLMENT 441 Students

PRINCIPAL Dr. Susan C. Cox 864-576-0506

SUPERINTENDENT Dr. Darryl Owings 864-576-4212

BOARD CHAIR Mr. Lynn Harris 864-576-4212

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	65	12	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

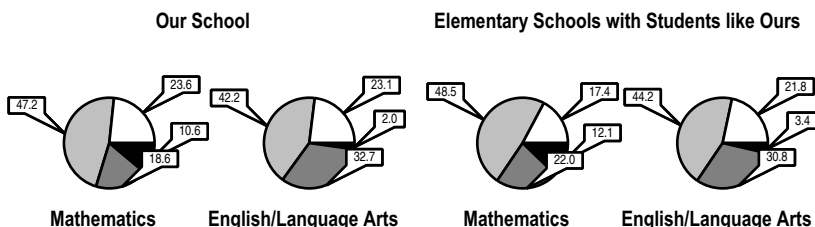
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	36	74	52
Percent satisfied with learning environment	100.0%	86.3%	98.0%
Percent satisfied with social and physical environment	100.0%	82.4%	81.6%
Percent satisfied with home-school relations	100.0%	93.2%	96.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	228	99.6	23.1	42.2	32.7	2.0	34.7	17.6
Gender								
Male	105	99.0	27.0	46.1	27.0	N/A	27.0	17.6
Female	123	100.0	20.0	39.1	37.3	3.6	40.9	17.6
Racial/Ethnic Group								
White	97	99.0	12.2	42.2	41.1	4.4	45.6	17.6
African-American	110	100.0	33.3	43.0	23.7	N/A	23.7	17.6
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	12	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	199	99.5	18.9	42.0	37.3	1.8	39.1	17.6
Disabled	29	100.0	46.7	43.3	6.7	3.3	10.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	228	99.6	23.1	42.2	32.7	2.0	34.7	17.6
English Proficiency								
Limited English proficient	7	85.7	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	221	100.0	21.8	41.5	34.6	2.1	36.7	17.6
Socio-Economic Status								
Subsidized meals	107	99.1	32.6	44.2	23.3	N/A	23.3	17.6
Full-pay meals	121	100.0	15.9	40.7	39.8	3.5	43.4	17.6

Mathematics								
All students	228	99.6	23.6	47.2	18.6	10.6	29.1	15.5
Gender								
Male	105	99.0	28.1	47.2	18.0	6.7	24.7	15.5
Female	123	100.0	20.0	47.3	19.1	13.6	32.7	15.5
Racial/Ethnic Group								
White	97	99.0	16.7	44.4	18.9	20.0	38.9	15.5
African-American	110	100.0	29.0	52.7	16.1	2.2	18.3	15.5
Asian/Pacific Islander	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	12	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	199	99.5	20.7	47.3	20.7	11.2	32.0	15.5
Disabled	29	100.0	40.0	46.7	6.7	6.7	13.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	228	99.6	23.6	47.2	18.6	10.6	29.1	15.5
English Proficiency								
Limited English proficient	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	221	99.5	22.9	46.3	19.7	11.2	30.9	15.5
Socio-Economic Status								
Subsidized meals	107	100.0	29.1	52.3	15.1	3.5	18.6	15.5
Full-pay meals	121	99.2	19.5	43.4	21.2	15.9	37.2	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	64	N/A	10.0	41.7	43.3	5.0	48.3
	Grade 4	64	N/A	12.9	53.2	29.0	4.8	33.9
	Grade 5	60	N/A	20.7	48.3	29.3	1.7	31.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	73	100.0	17.7	25.8	51.6	4.8	56.5
	Grade 4	72	98.6	19.4	41.9	37.1	1.6	38.7
	Grade 5	83	100.0	30.7	56.0	13.3	N/A	13.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	64	N/A	20.0	46.7	18.3	15.0	33.3
	Grade 4	64	N/A	16.1	45.2	24.2	14.5	38.7
	Grade 5	60	N/A	25.9	32.8	24.1	17.2	41.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	73	98.6	16.1	45.2	21.0	17.7	38.7
	Grade 4	72	100.0	19.4	48.4	21.0	11.3	32.3
	Grade 5	83	100.0	33.3	48.0	14.7	4.0	18.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 441)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.0%	Down from 3.9%	3.0%	2.4%
Attendance rate	97.3%	Up from 92.9%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	20.7%	Down from 24.3%	17.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.0%	Down from 9.2%	8.6%	8.0%
Older than usual for grade	1.6%	Up from 1.3%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	75.0%	Up from 61.8%	49.6%	50.0%
Continuing contract teachers	96.9%	Up from 79.4%	88.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.7%	Up from 78.9%	87.5%	86.2%
Teacher attendance rate	96.8%	Down from 96.9%	95.6%	95.3%
Average teacher salary	\$44,799	Up 2.0%	\$40,184	\$39,909
Prof. development days/teacher	8.5 days	Down from 9.1 days	11.3 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio	17.5 to 1	Down from 17.7 to 1	19.2 to 1	18.9 to 1
Prime instructional time	93.7%	Up from 89.1%	90.3%	89.7%
Dollars spent per pupil*	\$6,111	Down 1.3%	\$5,754	\$5,892
Percent spent on teacher salaries*	69.9%	Up from 68.5%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our motto at Woodland Heights Elementary School, "Always for Children," provides the basis for all of our child-centered initiatives to provide high standards of academic excellence in a caring, nurturing environment. Woodland Heights Elementary School is a National Blue Ribbon School of Excellence, a Colin Powell Flagship School of Promise, a Red Carpet Customer Service Award winner, and a Carolina's First Palmetto's Finest Finalist.

The mission of Woodland Heights Elementary School in an active partnership with the community is to provide each student with the highest quality education, which is conducive to social, physical, and intellectual growth, by providing meaningful educational experiences, a challenging curriculum, and a safe environment. Our curriculum and instructional programs benefit from an emphasis on active student learning, strong teacher leadership, active parental support, and community support and involvement.

Students continue to have an active voice in decisions through our K-5 Student Council. Meaningful suggestions from our youngest stakeholders have provided improvements to our school through service project opportunities and student activities. Through our school-wide Wee C.A.R.E. Program, four service learning opportunities afforded students the chance to give back to the community and the world through the Spartanburg Animal Shelter, T.O.T.A.L. Ministries, Pennies for Patients, and the Spartanburg Children's Shelter.

Grant initiatives continue to provide additional resources to our school. Our school received \$21,800 worth of grants from EIA Incentive Grants, Spartanburg Junior League Grants, and a grant for the Arts. Our Parent Teacher Organization and School Improvement Council provided many contributions of time and resources to our students and teachers. Over 4500 hours were given to our school through our valuable Volunteer Program. Over 100 active Business Partners provide additional resources to support the many programs and services of our school.

Woodland Heights Elementary School has a 40-year tradition of excellence in the community. It is our mission to continue to improve our total program by reaching one child at a time and remaining true to our motto by being, "Always for Children."

Dr. Susan C. Cox, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.